NASHUA HIGH SCHOOLS
North & South
COLLABORATIVE PRACTICES TRAINING
Session 4
August 17, 2015

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Overarching Guiding Questions

- How can collaborating with colleagues improve educator practice and student learning?
- What can I learn about my own practice by looking collaboratively at student and colleagues’ work?
- How do I foster adult conversation and dialogue that directly impacts student learning?
- Which facilitation skills and practices can help develop an effective teacher work group?
- What tools and structures, such as protocols can help a group use time effectively to accomplish a task?
- Why use protocols? How do I match a protocol to a task or need?
- What kind of feedback encourages and supports reflection and professional growth?

Guiding Questions: Thursday, June 25, 2015

- How do I continue to deepen my facilitation, listening and questioning skills?
- What can I learn about my own practice by working collaboratively on colleagues’ work & dilemmas?
- How can sensitive, courageous enhance how we learn from each other?

NORMS
(Adopted June 23, 2015)

- Be open to new ideas and understandings—note them during the session
- Speak directly, bring appropriate candor & professionalism to the table
- If you wonder about it, ask it
- Withhold judgment ... presume good intentions
- Encourage participation
- Balance speaking and listening; watch time
- Be constructive and stay positive
- Trust and believe in the process
- Vegas rules
8:30 Opening Activities
   • Faux Cocktail Party
   • Review
      • Agenda
      • Norms
   • Overview of the Work
9:15 Micro-Lab
   • Why did you decide to work in schools? What drew you into this profession?
   • Why do you stay? What matters to you in your work?
   • What is at the heart of what you do? What is the one thing you won’t compromise?
10:00 Review Work in the Room
10:15 Protocol Session 1
11:15 Feedback that Works
   • Video: Austin’s Butterfly (YouTube)
   • Feedback Nightmares
12:00 LUNCH
12:30 Protocol Session 2
1:20 Protocol Session 3
2:20 Closing Activities
   • Norms Review
   • Reflections
# Protocol Selection Chart

<table>
<thead>
<tr>
<th>Presenter</th>
<th>Protocol</th>
<th>Facilitator</th>
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<tbody>
<tr>
<td>Cyndie</td>
<td>Charrette</td>
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<tr>
<td>Kelly</td>
<td>Consultancy Dilemma</td>
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<td>Inge</td>
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<tr>
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<tr>
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<tr>
<td>Mark</td>
<td>Peeling the Onion</td>
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3 Levels of Text
Feedback Nightmares

Adapted by Nancy Mohr

Purpose
To address our fears about both getting and giving feedback. To derive a set of principles for a respectful feedback process.

Time allotted
From 30 to 40 minutes. If time is tight, cut the writing time.

The Activity
Individual writing — ask everyone to write for 5-10 minutes — about a time when they got feedback and it was a negative experience and about a time that they gave someone feedback and it was a negative experience.

Pairs — share any part of the writing that you are willing to share. Draw up a list of five feedback do’s and five don’ts.

Large group — share out do’s and don’ts — each pair adding to the list. As a group, derive the norms for good feedback that flow from those lists.

Reflection
Why did we focus on negative experiences instead of good ones? Should we have?
Was it difficult writing/sharing about these experiences?
What is the value of an exercise like this?